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THE
GRAMMAR OF WORDS:

A HANDBOOK
FOR
ELEMENTARY CLASSES.

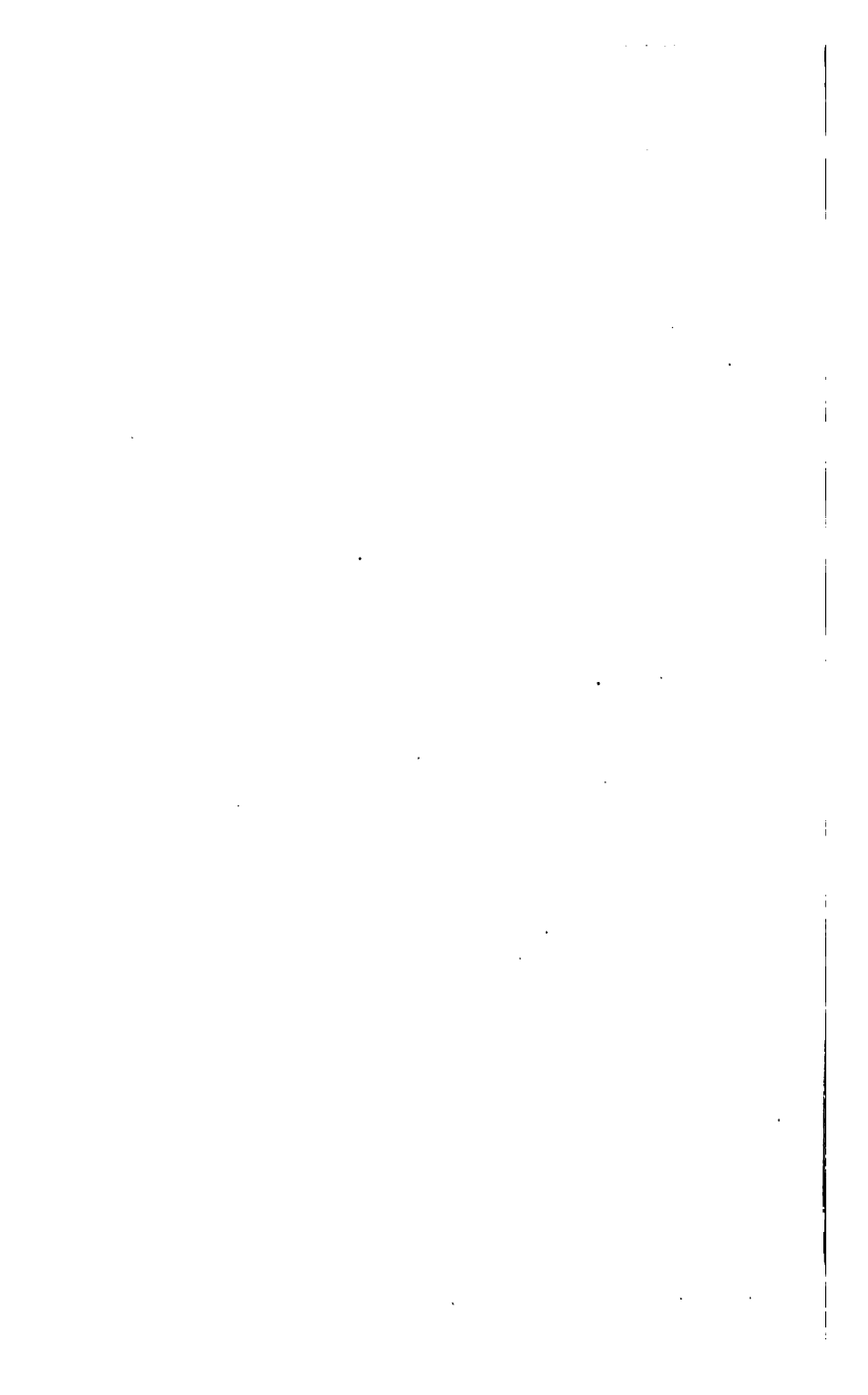
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PREFACE.

THE AIM of this work is simply to open up the way to an intelligent comprehension of the Functions of words, and their relations in a sentence; or, in other words, to enable the pupil to parse fully and intelligently any passage whose meaning he distinctly apprehends. As there is much in other elementary works which I consider irrelevant to my purpose, I have thought proper to omit it. The system of arbitrary rules and scientific definitions I have likewise discarded, and have endeavoured rather to embody the leading truths of the science, in such simple language as might prove suitable to the capacity of a child of tender years. The Exercises have been constructed on the same principle. A learner, in his first attempts to apply his knowledge, must be put to very great disadvantage, unless the sentences he has to deal with are perfectly simple and transparent. In these Exercises I have, accordingly, endeavoured to present the pupil not with a child's words only, but with childish thoughts and ideas even, that, in his first attacks upon syntax, he may have to deal with a language entirely his own.

For those Teachers who, in working with young classes, rely mainly upon oral instruction, the Exercises at least may be found useful, while the body of the work might be made to save a great deal of the labour of recapitulation. Under the system where it would be employed as a regular class-book, the daily lessons will be found in that part of the text, printed in prominent type, which may be committed to memory, like the Rules and Definitions of other Grammar-books.

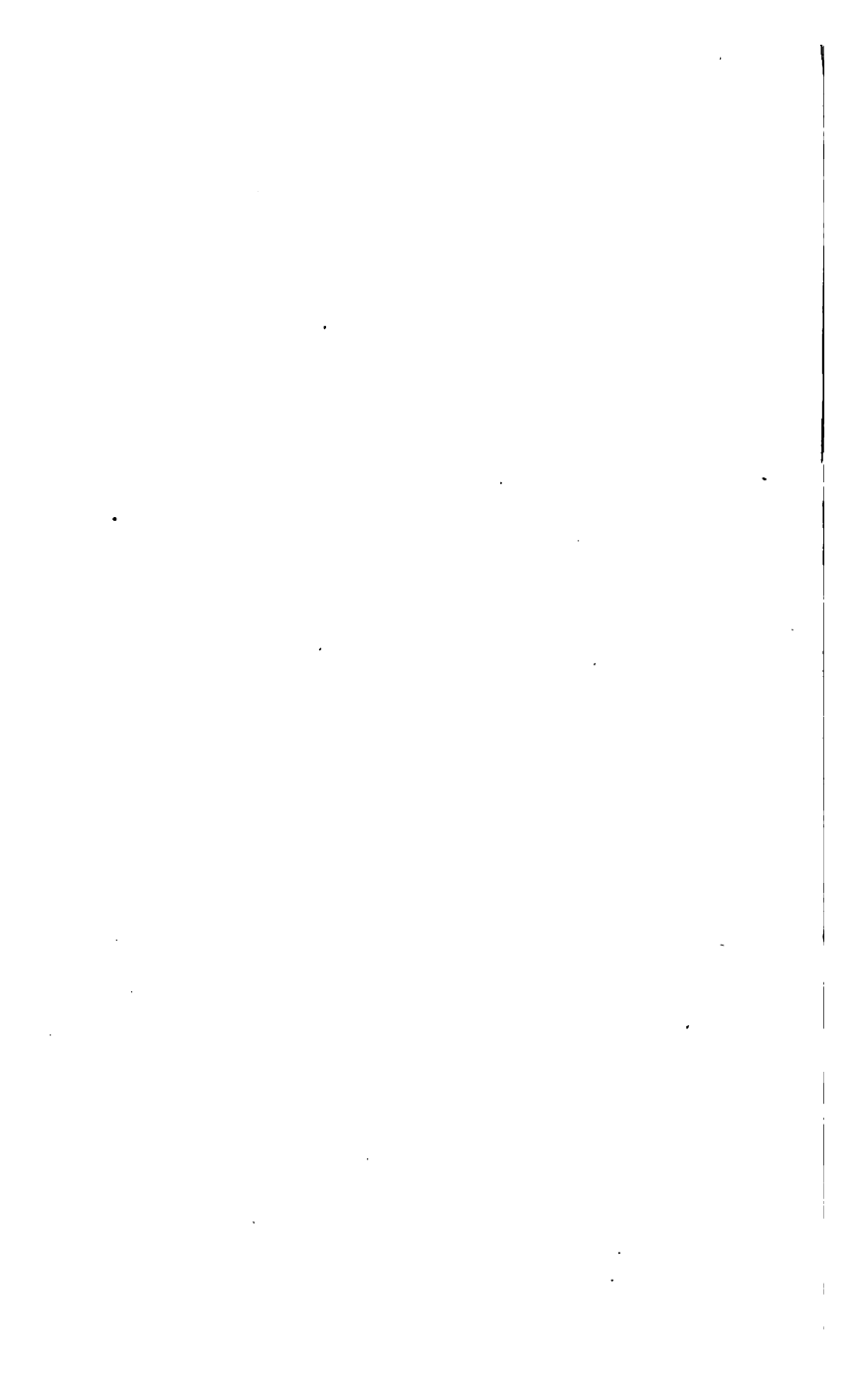
W. S. L.

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THE GRAMMAR OF WORDS.

INTRODUCTORY—ABOUT WORDS.

WORDS are what we make use of to make known our thoughts to one another.

All the words spoken by any one people or nation make up a Language.

By the 'English Language' we mean, all the words that one Englishman might speak and which another Englishman would understand.

The English language contains, altogether, more than a hundred and fifty thousand words.* Of these, however, a very few may be enough by which to make known a single thought.

As many words as express a complete thought, or as many as make sense, when taken by themselves, apart from all others, are called a Sentence.

The words in a sentence have all a particular

* Including the inflected forms of words

friendship, or relationship, with one another—one or two being the principals, and all the others merely assisting, some in one way, some in another.

To explain this relationship of words in a sentence, as well as to separate into classes and divisions all that great army of a hundred and fifty thousand, according to their meaning, is what we call Grammar.

The Grammar of the English language sets before us eight different kinds of words.

OF NOUNS.

A great many of the words in a language are the names of things we think of and speak of; and Grammar teaches us to call them NOUNS.

Names, then, or Nouns, make up the *first* of the *eight* General Classes of Words.

EXERCISE I.

Find out all the words that are names, or Nouns, in the following passage:—

‘Last Saturday Tom saw the soldiers pass through the town. Every man wore a red coat and rode a grey horse. Their hats were very curious, resembling round pots of metal, with a tuft of long hair, taken from a horse’s tail, at the top, waving in the wind. They were of brass, polished till it glittered in the sunshine like gold.

‘Tom saw a girl who was afraid of their flashing swords, and of their guns and pistols, though not one of the troop ever fired a shot. There were trumpeters and buglers

among them, and when they put their instruments to their lips, they made excellent music. There was also a drummer with two little drums, one on each side his saddle; and a pretty noise he made when he used his drum-sticks.

'An officer, their captain, Colonel Swell, rode on the front, and wore on his head a cocked hat, with a bunch of white feathers. He had gilt spurs upon the heels of his boots; and a long sword dangled by his side, fastened by a belt round his waist.

'A great many people left their work, and came running out of their houses, to see the soldiers. At the corners of the streets there were such crowds of men, women, and children, that the dragoons, upon their big chargers, could scarcely find room to pass. At one place a boy was driven forward among the horses' feet; and an old wife, with a scream, cried out, "Have a care of the lad!" Everybody thought he was sure to be killed, and some persons said his legs were broken, others his arms, and others his neck; but the boy escaped every danger, except a knock on the nose, which made the red blood run down in a stream over lips, mouth, and chin. His face was all covered with blood and dirt; the tears were in his eyes and running down his cheeks; his jacket and trowsers were torn; his cap was lost; his hair was all over mud; and altogether he was a sorry sight.

'Tom saw old Ned, the carpenter, take the poor fellow by the hand, lead him out of the crowd, and wipe his face with a rag of a handkerchief, which he pulled out of the bosom of his coat. The boy told Ned that people called him "Willie;" and that his father was a Mr. Brown. He, his father, Mrs. Brown his mother, his sister Jane, and his brother Fred, all lived in a little cottage at Greenbank, a village half-a-mile out of the town. To get to his father's house he had to cross the river Flux in a boat, which Sam the Ferryman rowed with his oars, at the charge of a half-penny for each passenger.

'When the little boy had told Ned all his story, they went

off together, and Tom saw them no more. By this time the soldiers had disappeared too; and Tom went home to his dinner.'

ABOUT TWO KINDS OF NOUNS AND THEIR TWO NUMBERS.

Some Nouns are names of particular ones,—
Such as John, Alfred, Charles, names of particular boys or men; Mary, Fanny, Anne, names of particular women or girls; Diamond, Dash, Fairy, Swift, names of particular horses or dogs; England, America, London, Skye, names of particular places; Mayflower, Great Eastern, Royal Oak, names of particular ships.

All such names are called **PROPER NOUNS**.

All other Nouns that are names not of particular ones are called **COMMON NOUNS**,—Such as Person, Child, Boy, Girl, Pony, Hound, Country, Town, Boat.

Proper Nouns and Common Nouns are the two kinds of Nouns.

Some Nouns are the names of only one—
Such as Woman, Tooth, Child, Horse.

Such names are called **Singular Nouns**.

Other Nouns are the names of more than one,—
Such as Women, Teeth, Children, Horses.

Such names are called **Plural Nouns**.

The Singular Number and the Plural Number are the two numbers of Nouns.

EXERCISE II.

Find out all the words that are Nouns in the following exercise, and say which are Proper and which Common, which Singular and which Plural:—

Harry's London Letter.

'Dear George,—

'You know I left by the steamer, last Wednesday, and I arrived here on Saturday, the 5th of July. We had a rather long voyage, for the Ringdove is such a slow boat; but I can say, for all that, I enjoyed every comfort, and had not a little real pleasure on the voyage. At the same time, I was very glad when I reached my destination, and saw uncle William, with my two cousins Jessie and Alfred, standing on the wharf.

'I have now been a fortnight in London, and I have visited a great many places of interest. I found most delight in going over the Tower, and the Wax-work at Madame Tussaud's, where there are quite a host of figures of men and women who are famous in history—royal personages—and people who have made themselves notorious by their follies or misdeeds, murders, or other crimes. I have seen a number of churches, chapels, and meeting-houses, particularly St. Paul's, the Abbey of Westminster, and the Tabernacle where Mr. Spurgeon preaches. I have not been to any of the theatres yet; but a gentleman, a friend of papa's, has promised to take me to the Lyceum next week.

'I have had a sail on the river several times, and it is the greatest treat of all. There is not a river in all the world to beat the Thames. Foreigners may sing the praises of the Mississippi, the Amazon, the Nile, or the Ganges, but, in my opinion, old Father Thames, with its crowd of vessels of every description, barges and little boats, sloops, schooners, cutters, and steamboats of all sizes, some driven by the screw, others by paddles, must bear the palm from all competitors. One can have a short trip for a penny on board such pretty little clippers as the Water-witch, the Victory, or the Despatch.

'Cousin Nan drove her brother Alfred and me through a number of the principal streets the other day, in her basket carriage, drawn by Firefly, the prettiest stepper of all the

ponies in England. In the Strand we almost capsized a costermonger's donkey and cart. We passed through the Fleet, and up Ludgate Hill; and afterwards we drove to Lombard Street, where the jewellers and goldsmiths have their shops; and to Cornhill, whose name you know from the magazine that brother Fred gets every month. Then we went to the West End of the city, where all the great lords and ladies live, and looked at Belgravia, Grosvenor Square, and the public parks.

'I have had a short run to the country. On Monday, with two of my cousins, I went to Kew, and inspected the gardens and grounds, and afterwards was regaled with almost every kind of fruit of the season, particularly strawberries, cherries, and gooseberries. We had a choice of omnibuses, and we went with the Favourite, and returned with the Defiance.

'I expect to be home in another week; and, with kindest love to papa and mamma, Fred, Mary, and yourself, I am ever

'Your affectionate brother,

'HARRY.'

ABOUT THE THREE GENDERS OF NOUNS.

Some Nouns are the names of Males (or he-creatures),—Such as Man, Boy, Peter, Brother, Cock, Bull, Ram.

Such names are called Masculine Nouns.

Some Nouns are the names of Females (or she-creatures),—Such as Woman, Girl, Fanny, Sister, Hen, Cow, Ewe.

Such names are called Feminine Nouns.

Some Nouns are the names of things which are neither Male nor Female (neither *he* nor *she*),—Such as House, Book, Shoe, Dinner, Poverty.

Such names are called Neuter Nouns.

The Masculine Gender, Feminine Gender, and Neuter Gender are the three Genders of Nouns.

EXERCISE III.

Find out which Nouns are Masculine, which Feminine, and which Neuter, in the following passage :—

‘Little Walter and Lucy went out with their grandmother, after dinner, to the farm-yard, to have a look at the horses and cows, and all the other beasts. They peeped through a gate, and saw a big sow, with nine little pigs; and the old boar came, and gave such a grunt, that Lucy started with terror. Dick, the herd-boy, came with a handful of corn, and scattered it among the fowls. All the hens and chickens, the big cock, and a tame crow, began to gobble up the corn. Then the pigeons came down from the roof of the shed, and the geese came waddling as fast as they could, with the old gander at their head. The peahens and the guinea-hens came running with the rest; but the ducks never left the pond, where they kept swimming about after their husband the drake. The peacock and Jake, the turkey-cock, were fighting a battle, and paid no attention to the corn. The peacock flew up upon the saw-pit, and pecked with his beak the red ruffles under Jake’s chin. Jake did not like this, and he beat the ground with his wings, and spread out his tail like a fan, and straddled about in a great rage. Charlie, the big dog, came and gave them a bark; and Bess, the cat, sat on her tail all the while, and winked at them with her great eyes.

‘Mr. Hodge, the farmer, the children’s uncle, put Walter on the back of Prince, cousin Tom’s pony; and he had a short ride, without either saddle or bridle. Then they went out to the wood, where they saw, in the next field, the little lambs dancing about their woolly mothers. The rams were in another field; but the ewes were with the lambs. Lucy stroked the face of old Tim, the bull; and then the grey mare, with little frisky Pete, her foal, came and put

her nose likewise through the bars of the gate. After that, the farmer hid himself in the wood, and called to his nephew and niece to search for him. After a nice game of romps, they all went home; and the little boy and girl were proud to tell their father and mother of all they had seen.'

ABOUT ADJECTIVES.

Although there are a great many Nouns in the English language, yet we have not enough to give a particular name to every individual thing we may speak of.

When we have only one common name for a number of individuals, then, in order to speak of any particular one of them, we join another word to that common name. Thus, if Pussy has a litter of kittens, and we are speaking of some particular one, it would not be enough to name it 'the kitten,' but we might speak of it as 'the black kitten,' or 'the grey kitten;' 'the big kitten,' or 'the small kitten;' 'the pretty kitten,' or 'the lame kitten,' or 'the tailless kitten.' These words, Black, Grey, Big, Small, Pretty, Lame, Tailless, go with the word 'Kitten,' and help it to name the very one we mean.

Such words are called ADJECTIVES, and they make up the second of the eight General Classes of Words.

The Noun is the word that names the thing we speak of.

The Adjective is the word that helps the Noun to name the particular one we mean.

Adjectives are never independent words: they

are only helpers to Nouns ; and every Adjective that we make use of must belong to some Noun.

Sometimes, however, in speaking, we omit to say the Noun, although we *mean* it all the time. Thus, when we say, 'The young die as well as the old,' we mean 'young people' and 'old people,' although we only say the Adjectives 'Young' and 'Old,' and omit the Noun 'People.'

When a word is meant, and not expressly said, we say it is *understood*.

When it is not only meant, but said, we say it is *expressed*.

EXERCISE IV.

Find out the Adjectives in the following passage, and state which Nouns they help, and whether these are expressed or understood :—

'There is a little fat man, with a round, rosy face, and a merry twinkle about his grey eyes, who drives an old blind horse, with a green spring cart. He comes every morning, be it foul or fair, calling at certain houses, and selling milk, both sweet and skimmed, and also nice rich cream. Behind his jingling cans there is generally a crowd of noisy children, with empty jugs, who wait to have them filled with the nice new milk. Every other day, the busy little man has butter fresh and sweet to sell, and sometimes new-laid eggs. When he has sold all his precious wares, he turns about his stiff old nag, and trots away home again, with the empty pitchers rattling all the way.

'Out in the open country our stout friend, the milkman, has a neat little cottage of his own, with a pretty garden full of beautiful flowers, which is visited by rich and poor, high and low, young and old. Behind this same garden is a large field, where there are more than twenty clean, sleek, well-fed cows, feeding or resting upon the rich green grass.

The busy, industrious man is always increasing his milk-producing stock, and his gains grow larger with every new day. It is no great wonder, when we know what kind of man it is that is sure to be healthy, wealthy, and wise ; or if we believe that the hand of the diligent maketh rich.

‘In a small paddock before the cottage door there is a fat black cow, with a droll young calf, which is always playing off its happy pranks. The old cow is proud and fond of her tiny calf, and licks it all over with her long, rough tongue.’

ABOUT THE THREE DEGREES OF COMPARISON.

We make use of Adjectives in comparing one thing with another. Thus, in comparing the height of three children, we might say, ‘John is a tall boy, but Robert is a taller boy ; while Francis is the tallest boy of the three.’

The simple, or ordinary, form of the Adjective (as ‘Tall’) expresses no comparison whatever, and is said to be of the *Positive* Degree.

The second form of the Adjective (as ‘Taller’) expresses comparison between one and another, and is said to be of the *Comparative* Degree.

The third form of the Adjective (as ‘Tallest’) expresses comparison between one and all the rest of a set, and is said to be of the *Superlative* Degree.

The Positive Degree, the Comparative Degree, and the Superlative Degree are the three Degrees of Comparison which belong to Adjectives.

Only such Adjectives as are little words have their second form ending in ‘er’ for the Comparative Degree (like ‘Tall-er’), and their third form

ending in 'est' for the Superlative Degree (like 'Tall-est').

Such Adjectives as are large words have for their second form the word 'more,' placed before the simple Adjective (like 'More Beautiful,' instead of 'Beautifuller'); and for their third form the word 'most,' placed before the simple Adjective (like 'Most Beautiful,' instead of 'Beautifullest').

So we say—Fair, fairer, fairest; but not—Benevolent, benevolenter, benevolentest. We say instead—Benevolent, more benevolent, most benevolent.

A few Adjectives have words altogether different from the simple Adjective for their second and third forms—such as Bad, worse, worst; Little, less, least.

Most Adjectives are capable of these three degrees of Comparison—such as, Sweet, sweeter, sweetest; Extraordinary, more extraordinary, most extraordinary; Old, older (or elder), oldest (or eldest); Good better, best.

Some Adjectives are, however, incapable of Comparison—such as Square, Complete, Dead; we do not say, Squarer, or Completer, or Deader.

EXERCISE V.

Find out the Adjectives in the following passages, and state their Degree of Comparison:—

'I have heard that the old Merrythought was, in her younger days, the fastest ship of the line.'

'The most generous man is not always the safest companion.'

'My dog is a most faithful creature. He watches for me every night, to the latest hours sometimes; and, when he

sees me at a farther distance than I can see him, he comes rushing on, at the swiftest rate, till, with many a joyful leap, and gladder bark, he tells me that he is most happy to have me home again. A gentler or more good-natured dog is not to be found. Even the most timid will venture, on very short acquaintance, to stroke his shaggy head. His bark is, indeed, according to the common proverb, worse than his bite.

‘He is but a small dog—somewhat less than our yellow cat, which is, however, one of the largest animals of her kind. She and the dog are the best friends in the world. They are constant playfellows; and I could hardly say which is the merrier creature of the two, or has the better temper. Sometimes they worry one another, but only in mere fun. They eat from the same plate, sleep in one bed, and are altogether a most loving pair. If, by any unfortunate circumstance, they are separated for a few hours, the one seems miserable without the other.’

Write out the Form for the Comparative Degree, and the Form for the Superlative Degree, of all the Adjectives in Exercise IV.

EXERCISE VI.

Join an Adjective to each of the Nouns in the following passage:—

‘I like to look at the sea, with the ships passing over it, and its waves breaking upon the shore. I like to look up through the air to the sky, with the sun pouring down its rays through the clouds. I like to look at the hills, with their rocks and valleys—their lakes and streams—their moors and pastures, and the sheep and cattle that feed upon their slopes. I like to look at the plain, with its fields of grain and forests of trees—its roads and rivers—its cottages and farmsteads—its towns and villages; but I like most to look at my own home, with all the things in it—the canary singing in its cage—the flowers growing in the box—the pictures hanging on the wall—the books lying on the shelf—

the cat playing with her kittens—and, most of all, my own dear mother, sitting in her chair by the fireside, rocking baby in her cradle.'

ABOUT CERTAIN NOTABLE ADJECTIVES.

The little word 'A' (or 'An') is an Adjective, for it helps the Noun it is joined to, to name a single one out of many. For when we say, 'Man is foolish,' we mean that all men in general are foolish; but when we say, 'A man is foolish,' we mean that some single one out of them all is foolish.

The little word 'The' is also an Adjective, for it helps the Noun it is joined to, to name some particular one. As when we say, 'The man is foolish,' meaning some particular one.

Although these words 'A' (or 'An') and 'The' are Adjectives, they are generally called **ARTICLES**.

'The' is called the *Definite* Article, because it points out *definitely* (or clearly) the very one that is meant.

'A' (or 'An') is called the *Indefinite* Article, because, while it points out that some one is meant, it does not do so *definitely* or distinctly.

'This' and 'That,' with their plural forms, 'These' and 'Those,' are Adjectives, which point out, even more definitely than 'The' does, the particular one meant.

'This,' 'That,' 'These,' 'Those,' are therefore called *Demonstrative* Adjectives.

The words 'Which' and 'What,' when they

are used to ask a question—as when we say ‘Which person?’ ‘What sugar?’—are Adjectives, and are sometimes called *Interrogative* Adjectives.

ABOUT ACTIVE VERBS.

The third of the eight General Classes of Words we call VERBS.

In almost every sentence we utter, there is one word at least which means *doing something*. When we say, ‘I went to school,’ or ‘Fetch my gloves,’ or ‘They never bow to me,’ these words ‘Went,’ ‘Fetch,’ ‘Bow,’ each means to do something.

Such words are called *Active* Verbs.

With every such word, there is always another which tells us—*Who* does the thing. That word is called the Agent of the Active Verb. When we say ‘The fish swims,’ the word ‘Swims’ is an Active Verb, because it means *doing something*; and the noun ‘Fish,’ which is the name of *the one that does the thing*, is the Agent of the Verb ‘Swims.’

Many Active Verbs are accompanied by another word, which tells—Who it is that the thing is done to. This word is called the Object of the Verb. When we say, ‘The Shepherd whipped his dog,’ the word ‘Whipped’ is the Verb, because it means *doing something*; the word ‘Shepherd’ is the Agent of the Verb, because it is the name of *the one that does the thing*; and the word ‘Dog’ is the Object of the Verb, because it is the name of *the one that the thing is done to*.

The Active Verb is the word in the sentence which means doing something.

The Agent of the Verb is the name of the one that does the thing.

The Object of the Verb is the name of the one that the thing is done to.

Some Active Verbs have no Object. When we say, 'The child sleeps,' the word 'Sleeps' is the Verb, because it means *doing something*; and the word 'Child' is the Agent of the Verb, because it is the name of *the one that does the thing*. But as the child does nothing to anyone or anything when it sleeps, there is no Object to such a Verb.

Active Verbs that have Objects are called Transitive Verbs.

Active Verbs that have no Object are called Intransitive Verbs.

But both Transitive and Intransitive Verbs have agents.

EXERCISE VII.

Find out the words that are Verbs in the following passages :—

'Every man labours at some kind of work. The weaver weaves his web; the carpenter saws the wood, and planes it smooth; the smith beats the red-hot iron; the tailor cuts and sews the cloth; the baker prepares our bread; the ploughman tills the ground, and his horses work hard too, for they drag along the heavy plough.'

'The masons built the new house. They cut and hewed the stones into shape after the quarryman had dug them out of the rock, and sent them on to the building. They then joined and fitted them together in the walls, and cemented them with mortar. The carpenters made the

floors, doors, and window-frames. They took great pains to measure everything, and to cut, shave, and smooth it until it fitted exactly. Other men plastered the walls with lime, which makes the rooms look pretty, and keeps out the cold. The glazier put the glass in the windows; and all the time he never broke a pane. I wonder at that, for one breaks glass so easily.

‘People are now busily working inside, covering the walls with paper, and coating the doors and woodwork with paint. Everything appears so much nicer when they have painted it.

‘All the men will have finished their work in a few days, and then the family will remove to their new house, and will find it, we trust, very comfortable.’

EXERCISE VIII.

Find out the Verbs in the following passages; name their Agents and Objects; and state which are Transitive and which Intransitive:—

‘The policeman has caught the thief. The thief had stolen a leg of mutton. Some person informed the butcher, and his lad ran for the policeman. At first, nobody could point out the house where the thief lived; but the officer, after a short time, found out the fellow, and laid hands upon him at once. Every person rejoiced at his capture. However, the vile offender denied the charge; but the policeman searched the house, and found the plunder in a cupboard. And now the jailer has locked the scoundrel in a cell, and the butcher has got his mutton again.’

‘George and his brother spent an hour yesterday at the sea-side. The two lads enjoyed the sight of the ships very much. One little steamer sailed past them, and its big paddle-wheels were churning the water white, and the watery spray was flying from them in a shower. The steamer tugged along behind her two large vessels, and left a white foamy track far out into the sea. Flags

streamed from the masts of these vessels, and a crowd of people stood on their decks or clung to the rigging. George calls the largest of the two a man-of-war, because guns were peeping out of the port-holes.

‘The two boys passed along the shore, and observed the fishermen at their work. Some men were scraping the bottoms of their boats, and others were mending their nets. One old veteran was fishing with a rod and line, while a boy carried his basket. George looked into the basket, and saw only two little fish. The two boys then sat down beside him, and waited and watched the fishing. A small cork floated on the water, and supported the line. Without this float, the hook would sink to the bottom, and the fishes would lose sight of it. A bait of some sort sticks upon the hook and tempts the fishes. When one bites the bait, the hook fastens in its jaws, and then the poor wriggling thing breaks away, pulls the line, and drags the float under the water. The motion of the cork tells its tale. The fisherman learns that a fish has taken his hook. A jerk of the old man’s hand lifts the struggling thing out of the water, and the boy counts one fish more in his basket.’

‘The ancient house of Erlingford
Stood in a fair domain ;
And Severn’s ample waters near,
Rolled through the fertile plain.

‘No eye beheld, when William plunged
Young Edmund in the stream ;
No human ear, but William’s, heard
Young Edmund’s drowning scream.

‘In vain, at midnight’s silent hour,
Sleep closed the murderer’s eyes ;
In every dream the murderer saw
Young Edmund’s form arise.

'Slow were the passing hours, yet swift
The months appeared to roll :
And now, that day returned, and shook
With terror William's soul.

'The boatman plied the oar ; the boat
Went light along the stream ;
Sudden, Lord William heard a cry,
Like Edmund's drowning scream.

'The boatman plied the oar ; the boat
Approached his resting-place ;
The moonbeams shone upon the child,
And showed how pale his face.'

ABOUT ADVERBS.

Just as when a Noun is insufficient of itself to name any particular one distinctly, we join an Adjective to it ; so, when a Verb fails to describe exactly the very thing that is done, we likewise join another word to it. When we say, 'Our friend spoke last night,' the Verb is 'Spoke ;' and if that word describes precisely what the Friend did, no other word is needed. If, however, we should wish to say, that the speaking was in rather a low tone, then we must join some word to the Verb to make it state this. We might say, 'He spoke softly,' where 'Softly' is a word helping the Verb 'Spoke.' Had we thought of it, we might have had a Verb able of itself to describe the very thing he did, and requiring no help from any other word. We might have said, 'He whispered.'

Words that help Verbs are called ADVERBS, and they make up the fourth of the Eight General Classes of Words.

Adverbs may be arranged into four classes.

1. Adverbs of Time, telling *when* the thing is done ; as 'He spoke lately,' where the word 'Lately' is an Adverb telling *when* he spoke.

2. Adverbs of Place, telling *where* the thing is done ; as 'He spoke yonder,' where the word 'Yonder' is an Adverb telling *where* he spoke.

3. Adverbs of Manner, telling *how* the thing is done ; as 'He spoke eagerly,' where the word 'Eagerly' is an Adverb telling *how* he spoke.

4. Adverbs of Cause, telling *why* the thing is done ; as 'Therefore he spoke,' where the word 'Therefore' is an Adverb telling *why* he spoke.

EXERCISE IX.

Tell what words are Adverbs of Time, Place, Manner, or Cause, in the following passages :—

'Although the boy goes soon to bed, he rises late. His brother wakens him roughly at eight o'clock, when he drowsily stirs himself, and then sits up, sleepily rubbing his eyes, and yawning once or twice ; and, after a few moments, he drops heavily upon the floor. Slowly and wearily he dresses himself, slovenly blurring his face and hands, rather than carefully washing them ; and, lastly, he takes up his position by the window. This window he specially loves. I almost believe he could stand there all the day, clownishly lolling over a chair-back, his arms dangling before and his legs behind. He sees distinctly the whole length of the street, and away beyond to the river, with the vessels lying there. I hardly think he would ever leave that window, if he did not presently hear a voice, loudly commanding him to look sharp, and come directly to breakfast.'

'Immediately the cock crew, and then Peter went out and wept bitterly.'

‘Then they that gladly received the Word were solemnly baptised.’

‘Cain wickedly slew his brother, and was afterwards driven forth to wander restlessly through the world.’

EXERCISE X.

Join an Adverb to every one of the Verbs in the following passages :—

‘The fiddler plays ; the girl dances ; all the people look at her ; and everyone admires.’

‘The horseman struck his spurs into his horse, and proceeded on his way, while a crowd of people followed him.’

‘The father works from morn till night, that he may feed and clothe and provide for his family.’

‘The trumpet blew, the horses galloped, and the whole army rushed to battle. After the fight, heaps of dead men lay on the ground, and among them the wounded groaned and prayed for help ; while riderless horses raced across the plain, and trampled beneath their feet both the dying and the dead.’

‘The fishermen were hauling their nets when the rope broke, and all the fishes were lost.’

‘As the shepherd was crossing the line, an express train advanced, and, though he escaped a violent death, his poor dog, which was following at his heels, was caught by the engine and crushed beneath its wheels.’

MORE ABOUT ADVERBS.

Adverbs of Manner are sometimes found helping Adjectives ; as when we say, ‘A rather cold day,’ where the word ‘Rather’ helps the Adjective ‘Cold,’ telling us *how* cold the day is. It is, therefore, an Adverb of Manner.

Adverbs of Manner are also sometimes found

helping other Adverbs; as when we say, 'He bought it very recently,' where 'Recently' is an Adverb of Time, telling *when* he bought it, and 'Very' is an Adverb of Manner, telling *how* recently it was. It therefore helps its fellow-Adverb 'Recently.'

Many Adverbs have the same three Degrees of Comparison as Adjectives; namely, the Positive, Comparative, and Superlative Degrees.

Adverbs are never found helping Nouns.

Adjectives are never found helping Verbs.

EXERCISE XI.

Point out the Adverbs in the following passages, and also the words they help, whether Verbs, Adjectives, or fellow-Adverbs:—

'Yesterday, we were kindly invited to join a holiday party, for an excursion among the hills. All of us were to go together; but, when we had everything quite ready, a very heavy shower suddenly came on, and completely spoiled our plans. We were all exceedingly disappointed, for we had looked forward to having such a nice time of it. We waited patiently for some time, thinking it would perhaps become fair; and it really did so, after a time; but then, it was thought a rather late hour for setting out, and the roads were too dirty and muddy for walking far.'

'All the scholars have answered extremely well, except James, whose lessons have been rather hastily prepared. We are somewhat surprised at this, because James generally prepares his tasks most carefully. Yesterday, he said his lessons even better than the others, and he very seldom, indeed, holds the lowest place in the class. Although he has unhappily failed to-day, he is, notwithstanding, less lazily inclined than many that stand higher up in the class. To-morrow, we certainly expect that he will do much better, and never think again that he is getting too hard lessons.'

ABOUT PRONOUNS.

Besides Adjectives, Nouns have another class of words which help them, although in a different way. We do not say, 'Tom has lost Tom's book,' or 'Mary has broken Mary's doll;' but, 'Tom has lost *his* book,' or 'Mary has broken *her* doll.' The word '*his*' is put for 'Tom's,' and '*her*' is put for 'Mary's,' to keep the same Noun from coming over and over again.

Such words are called PRONOUNS, and they are the fifth of the eight General Classes of Words.

Pronouns help Nouns, by standing for them and filling their place; and not, like Adjectives, by only going with them, and helping them to name the particular one. The Pronoun relieves the Noun, and does all its work; the Adjective only helps it out with what it is unable to do itself.

Every Pronoun stands for some Noun, expressed or understood.

Although the Pronoun is commonly used only to prevent the Noun being frequently repeated, yet, in some instances, we make use of the Pronoun without using the Noun at all.

In speaking of one's self, we always use a Pronoun rather than our own name. A very young child may say, in speaking of itself, 'Baby is hungry,' but a more intelligent person would say, 'I am hungry;' or, if more than one, 'We are hungry.' These words 'I' and 'We' are Pronouns.

Again, in speaking to others, we do not use their own names but a Pronoun, different from those we use in speaking of ourselves. We say, 'You,' instead of their names; and if it be God we are addressing, we say 'Thou,' instead of his name. 'You' and 'Thou' are Pronouns.

The Pronouns we use instead of the names of any third persons we may be speaking about, are different words from those we use when speaking about ourselves or in addressing others. We say 'He' for a male, 'She' for a female, and 'It' for anything that is neither; and 'They' for more than one, whether Males, Females, or neither.

So, by using these Pronouns, not only are the Nouns relieved which they stand for, but we learn whether the person talking is speaking of himself, or addressing some other, or speaking of a third person or thing.

All these Pronouns are called *Personal* Pronouns, because they distinctly point out which person is referred to.

'I' (Plural form 'We'), used in speaking of one's self, is called the Pronoun of the First Person.

'You' ('Thou, standing for the name of God, as well as, on rare occasions, for other names), used in addressing another, is called the Pronoun of the Second Person.

'He,' 'She,' or 'It' (Plural form 'They'), used in speaking of a third person or thing, is called the Pronoun of the Third Person.

Some Pronouns are Adjectives as well. When we say, 'My knife,' 'His coat,' 'Our house,' these words 'My,' 'His,' 'Our,' are Pronouns, because they stand for some one's name. They are also Adjectives, because they belong to the Noun 'House,' helping it to name the very one we mean.

Such words are called Adjective Pronouns.

And because they always signify that something is possessed, they are often called *Possessive* Adjective Pronouns.

There are eight words which are Possessive Adjective Pronouns—My, thy, his, her, its, our, your, their.

MORE ABOUT PRONOUNS.

There is another kind of Pronoun, different from Personal Pronouns in two respects. First, they do not tell which person is meant—whether one speaking of himself, to another, or about a third person. Second, they are never used alone, without the Noun they stand for being first expressed in the sentence.

Such a Pronoun is called a *Relative* Pronoun, because it always stands for, or *relates to*, some Noun (or, it may be a Personal Pronoun, taking the Noun's place) going immediately before it.

The name it stands for is called the Antecedent of the Relative Pronoun. So, instead of saying, 'The boy won the prize—the boy deserved it,' we say, 'The boy who won the prize deserved it;' where the word 'Who' is a Relative Pronoun, standing for the Noun 'Boy,' which is called the Antecedent to 'Who.'

There are three Relative Pronouns—Who, Which, and That.

‘Who’ stands for the names of persons only.

‘Which’ stands for all other names but those of persons.

‘That’ stands for any kind of names whatever, and either ‘Who’ or ‘Which’ can always be used instead of it.

The word ‘What’ is a fourth Relative Pronoun, but of a peculiar kind. It serves the purpose of Antecedent as well as Relative, so that the name it stands for is never mentioned in the sentence. When we say, ‘I have lost *the thing which* you gave me,’ the word ‘Which’ is the Relative, and the noun ‘Thing’ is its Antecedent; but we might say instead, ‘I have lost *what* you gave me,’ where the word ‘What’ stands for them both.

Such a word is called a *Compound* Relative Pronoun.

The Compound Relative Pronouns are—What, Whatever, Whatsoever, Whoever, Whosoever.

When the words ‘Who’ or ‘What’ are used to ask questions, they are called *Interrogative* Pronouns.

EXERCISE XII.

Find out the Pronouns in the following passage, and tell whether they are Personal, Possessive Adjective, Relative, or Interrogative. Name also the Nouns they stand for.

‘John and Robert, with some help from their little sister Mary, have built a nice little hut, which has its walls of

turf, and its roof of ferns and broom. Little Mary gathered the fern leaves; and very proud she was when her brother Robert said, "You are a good worker, Mary; I don't know what you should have for being so good. When our house is finished, we will make a seat for you in it; and it will be your house too, as much as ours. I shall speak to John, and see what he says." John, who was the oldest of the three, agreed at once, saying she deserved, after working so well, to have a share in the house as much as they had. Then, who so happy as Mary? Or what could she desire more than hear her brothers speak well of her?

'This little house, which stands in the corner of the wood, they are all in love with. They play there every day; and whoever wants the two brothers or their sister, knows always where they are to be found. John keeps his bow and arrows there, and the hatchet which he bought with the half-crown that he received from his uncle. Robert, too, has a corner, in which he has put his hoop and ball, and the paper kite which they made last summer. Mary, who has a doll that she is very fond of, sometimes takes it there; and once or twice she has given her brothers their tea there, from her little toy-tray with its tiny cups and saucers.

'Her brothers, however, don't always use her well. And who would have expected that? When they want the hut for any game of their own, she has to pack up her toys and go. This Mary, who is a very sweet-tempered girl, always does very quietly. She never storms, or tells her brothers, as perhaps she might do, "It is my house as much as your house. You said it was to be, when we made it at first; and I shan't go out that you may have it all for your own." No, she only takes her doll and her toys, and goes to some other place. Whatever Mary does, she does quietly. Now, what do you think of the boys' conduct? and who, among them all, is most to be praised?'

ABOUT CASE.

Pronouns may stand for Nouns, as the Objects of Transitive Verbs, as well as their Agents; but sometimes a different word is used in the two cases. When we say, 'I struck John, and James punished me,' the two words 'I' and 'Me' are both Pronouns of the First Person. 'I' is the Agent of the Active Verb 'Struck,' being *the one who did the thing*; while 'Me' is the Object of the Active Verb 'Punished,' being *the one that the thing was done to*. So, in the case of its being Agent we have one word, 'I'; but in case of its being Object we have a different word, 'Me,' for the Pronoun of the First Person. In the same way, we may find that its plural forms are 'We' in case of its being the Agent, and 'Us' in case of its being the Object.

When the Pronoun stands in place of the name of one possessing something, a different word still is used. When we say, 'The pencil is mine,' the word 'Mine' is a Pronoun of the First Person, as it stands for the name of the one speaking; and it tells who possesses the pencil. In the same way, we may see that the Plural form is 'Ours' in the case of its being the possessor, and neither 'We' nor 'Us.'

The Case of the Agent is called the Nominative Case.

The Case of the Possessor is called the Possessive Case.

The Case of the Object is called the Objective Case.

The forms for the different Cases of all the Pronouns (as

well as Nouns) may be found as those of the Pronoun of the First Person have been.

It will be seen that they are as follows :—

PRONOUN OF THE FIRST PERSON.

SINGULAR NUMBER.	PLURAL NUMBER.
Nominative Case—'I.'	Nominative Case—'We.'
Possessive Case—'Mine.'	Possessive Case—'Ours.'
Objective Case—'Me.'	Objective Case—'Us.'

PRONOUN OF THE SECOND PERSON.

SINGULAR NUMBER AS WELL AS PLURAL.

Nominative Case—'You' or 'Ye.'
Possessive Case—'Yours.'
Objective Case—'You.'

WHEN ADDRESSING GOD.

Nominative Case—'Thou.'
Possessive Case—'Thine.'
Objective Case—'Thee.'

PRONOUN OF THE THIRD PERSON.

SINGULAR NUMBER.

<i>Masculine.</i>	<i>Feminine.</i>	<i>Neuter.</i>
Nom. C.—'He.'	Nom. C.—'She.'	Nom. C.—'It.'
Poss. C.—'His.'	Poss. C.—'Hers.'	Poss. C.—'Its.'
Obj. C.—'Him.'	Obj. C.—'Her.'	Obj. C.—'It.'

PLURAL NUMBER.

Nom. C.—'They.'
Poss. C.—'Theirs.'
Obj. C.—'Them.'

RELATIVE PRONOUNS.

SING. AS WELL AS PLUR.

Nom. C.—‘Who.’

Poss. C.—‘Whose.’

Obj. C.—‘Whom.’

SING. AS WELL AS PLUR.

Nom. C.—‘Which.’

Poss. C.—‘Whose.’

Obj. C.—‘Which.’

The other Relative Pronouns do not change for the different Cases.

All Nouns have, in the different Cases, forms much the same as the Noun ‘Farmer.’

SINGULAR NUMBER.

Nom. C.—‘Farmer.’

Poss. C.—‘Farmer’s.’

Obj. C.—‘Farmer.’

PLURAL NUMBER.

Nom. C.—‘Farmers.’

Poss. C.—‘Farmers.’

Obj. C.—‘Farmers.’

There are certain additional Personal Pronouns which do not change their form, whether they are used in the Case of the Agent or in that of the Object. They are never found in the Case of the Possessor.

They are called Reflexive Pronouns, and there are nine of them altogether—Myself, Yourself, Thyself, Himself, Herself, Itself, Ourselves, Yourselves, Themselves.

EXERCISE XIII.

Find out the Case in which every Noun or Pronoun stands in the following passage—whether Nominative, Possessive, or Objective;—that is, find out whether they are Agents, or Possessors, or Objects:—

‘I never liked Peter; he has always shown himself to be bad and selfish. He loves himself a good deal more than he loves father or mother, or anyone else. When his brother gets anything nice, he always expects a share; but,

when he receives a present, he never can spare the least bit. He lately received a Christmas-box; and all the boys watched him, though they expected nothing except to see him open the lid and cram his own mouth full.

'The box contained a large cake, which Peter at once carried off; and he actually went and hid it, and did not give away a crumb. He thought that no one saw him; but all the boys marked his greed, and despised him. Afterwards, he would leave us when we were playing, and steal away where his cake lay, and eat a part. We once followed him, and found him as he was stuffing his mouth full. What remained he tried to hide. He placed it where we could not see it. His brother James, whom everyone knows to be good and kind, felt quite ashamed. He scolded his brother, and said that he did not deserve a present. "We do not want your cake," said James, "although you have come to conceal it here. We know you well enough; and though you had a dozen cakes, we would let you keep them all yourself, and never ask the least bit."

'I cannot esteem a boy who has a disposition like Peter's. I cannot like a child who grows up mean and selfish. I hope mine appears different, as yours does, and everybody's whom I would call my friend. I like the lad, rather, who bears a kind heart which can value the good friends whom God has given, and whose thoughts do not encompass only himself. Peter's brother I know has such a heart. Who could not at once see that his disposition and his brother's differ very materially? We seldom find, indeed, so very opposite dispositions as theirs, where such a close relationship binds two individuals together.'

ABOUT PREPOSITIONS.

Adjectives and Adverbs are helping words, the former helping Nouns, and the latter helping

Verbs, and sometimes Adjectives, or fellow Adverbs.

Although, in the English language, with its hundred and fifty thousand words, there are very many Adjectives and Adverbs, yet there is not a sufficient number to answer all the purposes for which they are wanted. The scarcity is made up by making a particular kind of use of Nouns and Pronouns.

When we say 'A chain of gold,' or 'A man in armour,' or 'A cow with horns,' these phrases, 'Of gold,' 'In armour,' and 'With horns,' are really Adjectives helping the Nouns 'Chain,' 'Man,' 'Cow.' Indeed, it is precisely the same as if we had said, 'A *golden* chain,' 'An *armed* man,' 'A *horned* cow,' where we see at once that the words 'Golden,' 'Armed,' 'Horned' are real Adjectives.

Again, when we say, 'She sings with taste,' or 'She sings at home,' or 'She sings on Sundays,' or 'She sings for pleasure,' these words 'With taste,' 'At home,' 'On Sundays,' 'For pleasure,' are really Adverbs, telling us *how*, or *where*, or *when*, or *why* she sings.

So we see we can make Adjectives or Adverbs, by joining Nouns, or it might be Pronouns, to such little words as Of, In, With, At, On, For.

These words, which are joined to Nouns or Pronouns to make Adjectives and Adverbs, are called PREPOSITIONS; and they are the Sixth of the eight General Classes of Words.

The Prepositions are as follows :—

About, Above, According to, Across, After, Against, Along, Amid, Amidst, Among, Amongst, Around, At, Athwart.

Before, Behind, Below, Beneath, Beside, Besides, Between, Betwixt, Beyond, But, By.

Concerning.

Down, During.

Except, Excepting.

For, From.

In, Into, Instead of.

Like.

Near, Next, Nigh, Notwithstanding.

Of, Off, On, Opposite, Out of, Over.

Regarding, Round.

Save, Saving, Since.

Through, Throughout, Till, To, Touching, Toward, Towards.

Under, Underneath, Until, Unto, Up, Upon.

With, Within, Without.

The three Prepositions, 'According to,' 'Instead of,' and 'Out of,' consisting each of two words, are called Compound Prepositions.

The Noun or Pronoun used with a Preposition is called the Object of the Preposition, and is in the Objective case; and the two taken together make a Prepositional Phrase.

All Prepositional Phrases are either Adjectives or Adverbs.

EXERCISE XIV.

Find out all the Prepositional Phrases in the following passage, and tell whether they are Adjectives or Adverbs, and mention particularly the word each one helps :—

'It was a cold day in the month of December. The fields were covered with snow, and the whole expanse of nature wore a look of famine and desolation. A number of dirty sheep, with hungry eyes and battered coats, were poking with their heads in the snow for a mouthful of the withered grass which served them for a living. The little birds,

without food or shelter, hopped about the hedge-rows during the livelong day, telling by many a weary chirp how much they felt the bitter blasts of winter. But, on the lake, which was one great sheet of ice, a crowd of men and boys were following with great eagerness the sports of the season. Near one side a number of gentlemen were engaged in the game of curling; and in and out among them and round about them, and away far over the lake, the skaters flew, whirling with the speed of the wind. Here one was pushing a little boy before him, and giving him a slide; and there another was dragging a train of little girls behind him by means of a long stick. Children were to be seen in every part. Amid the bustle of the curling space, boys were poking forward their heads to see what was to be seen, with red noses, and half-frozen fingers stuck to the bottoms of their pockets. Many more were sliding, coming hard upon each others' heels—so hard indeed, that when one fell there was sure to be quite a heap upon the top of him.

‘All of a sudden, however, a scream rung across the ice, and scared them all from their sport. Soon the tidings of evil spread. The ice had broken under a little boy, and he had disappeared beneath it. Everyone hastened to the fatal spot; and, in the course of a minute or two, every person on the ice had gathered near the hole. But it was in vain to attempt anything. Everybody feared to venture too closely upon the edge of the hole; and soon it was seen there was no hope for the poor little boy, who had gone down to the bottom. It was not until night, when the bright moon looked down upon the scene, that the body of the poor little fellow was brought up, and the crowd of people dispersed to their homes.’

ABOUT NEUTER VERBS.

There is a class of Verbs, small in number, which do not signify doing something, but only *being* something. Such Verbs are called Neuter Verbs. When we say, 'The man is a rogue,' we do not mean that the man is *doing* anything, but that he is *being* something—being a rogue. Again, when we say, 'He seems a dunce,' we mean that he is only *being* something, and not doing anything. These words 'Is' and 'Seems' are Neuter Verbs.

The Neuter Verb which we make most frequent use of is the Verb 'To be.' The parts of it are these:—Am, Is, Are, Art, Was, Wast, Were, Wert, Be, Been, Being.

Active Verbs, which are either Transitive or Intransitive, mean *doing* something.

Neuter Verbs, which are neither Transitive nor Intransitive, mean *being* something.

In every sentence the Verb, whether it be Active or Neuter, is the word which makes the statement.

The something, which the statement is made about, is called the Subject of the Verb.

The Agent of the Active Verb is only another name for its Subject.

When we say, 'The train has run off the rails,' the statement we make is that something *has run* somewhere; hence 'Has run' is the Verb. And this statement about running somewhere is made about the train; hence 'Train' is the

Subject of the Verb. And because 'Has run' is an Active Verb, the word 'Train' may also be called its Agent.

Again, when we say, 'Robert appears quite a guy,' the statement is that some one *appears* somehow: hence 'Appears' is the Verb; and 'Robert,' the one that the statement is made about, is the Subject. But as 'Appears' is not a word meaning *doing*, but only *being*, we cannot speak of 'Robert' as its *Agent*, but only its *Subject*.

Neuter Verbs have no Objects.

When a Neuter Verb is followed by another Noun or Pronoun, that Noun or Pronoun is only another name for its Subject. Thus, when we say, 'The fellow looked quite a thief,' the words 'fellow' and 'thief' are both names for the one *man*—namely, the Subject—that we are speaking of.

In case of a Noun or Pronoun being the Subject to a Verb, we say it is in the Nominative Case.

EXERCISE XV.

Find out the Verbs in the following passages; tell whether they are Active Transitive, Active Intransitive, or Neuter; and tell the Cases of all the Nouns and Pronouns:—

'He is a fool who fears his own shadow. I am not a coward as he is. I would not be the timid thing to run away when a dog barks. Although the brute looked a regular savage, we were all brave enough to hold our ground except Harry, who is a sad coward. He has always been a timid lad, but perhaps he will be more a man when he grows older. I have seen him run away screaming when he met a cow. In his eyes every stranger appears an enemy; and he is ready to hide at the sight of a face which he has not seen before. George once told him that he seemed only a big baby, and should have been a girl, when Harry, who does not like to be a laughing-stock, was almost ready

to cry. Mamma sometimes says, "Do not be such a child, Harry; look up and be a man. Show yourself to be as bold as the rest."'

'He was the spider who spread the net, and kings were the flies which he caught.'

'The world, with all things in it, exists by the power of God; but He Himself is the Self-existent, the Eternal, the Unchangeable One.'

ABOUT THE PERSONS, NUMBERS, TENSES, AND MOODS OF VERBS.

The form of a Verb changes sometimes, according to the *Person* of its Subject. We say, 'I *love*,' and 'Thou *lovest*,' and 'He *loves*'—one word '*love*' for the First Person, another word '*lovest*' for the Second Person, and a different word still, '*loves*,' for the Third Person. Again, we say, 'I *am*,' 'Thou *art*,' 'He *is*'—different words, 'Am,' 'Art,' 'Is,' for the First, Second, and Third Persons.

The form of the Verb sometimes changes according to the Number of its Subject. Thus we say, 'I *was*,' and 'We *were*'—one word '*was*' when speaking of one's self only, and another word '*were*' when speaking of more than one's self. Again, we say, 'He *loves*' and 'They *love*'—one word '*loves*' when the Subject means only one, and another word '*love*' when it means more than one.

The Verb has always the same Person and Number as its Subject.

The form of the Verb changes also to express the Time of the Doing or Being. We say, 'I *know* just now,' and 'I *knew* yesterday,' and 'I *will know* to-mor-

row,'—one form 'know,' for the Present Time, another form 'knew,' for Past Time, and a third form 'will know,' for Time to come. In the same way, we say, 'I am,' for Present Time; 'I was,' for Past Time, and 'I will be,' for Time to come.

When the Verb indicates Present Time, we say it is of the Present Tense.

When the Verb indicates Past Time, we say it is of the Past Tense.

When the Verb indicates Time to come, we say it is of the Future Tense.

In the English Language, the form of the Verb is often changed by joining to it certain little words, such as Will, Shall, Have, &c. These words are to be regarded as belonging to the Verb, and are called Auxiliaries.

When a Verb simply indicates the Time of the Doing or Being, and nothing more, it is said to be of the *Indicative Mood*.

When a Verb expresses not so much the Time of the Doing or Being as that it depends on some condition or other, it is said to be of the Conditional or Potential Mood.

When we say, 'I have finished my exercise,' the Verb 'have finished' is of the Indicative Mood, because it simply indicates that the time of Doing is past and gone. But when we say, 'I may finish it,' or 'I might have finished it,' what is expressed is not so much the Time when the thing is done, as that the Doing depends on some condition or other; such as, 'If I were inclined,' for instance. Hence the Verb 'May finish,' or 'May have finished,' is said to be of the Potential Mood.

When a Verb expresses a command or invita-

tion to do or be something, it is said to be of the Imperative Mood.

These three Moods, the *Indicative*, *Potential*, and *Imperative*, are called the Finite Moods of the Verb, because they always make a statement about one particular Subject or Subjects.

When the Verb does not make a statement in connection with any particular Subject, it is said to be of the *Infinitive* Mood.

The Infinitive Mood is used as a Noun, or an Adjective, or an Adverb.

When we say, 'To err is human,' the word 'Err' is a Verb, because it means *doing* something; but as we do not make the statement in regard to any particular Subject, we say, 'To err' is of the Infinitive Mood. Besides, we see that 'To err' is a Noun, being the *name of something*, which, we say, is human.

When we say, 'He is a horse to gallop,' 'To gallop' is of the Infinitive Mood, and is an Adjective, because it *helps to name* the particular kind of beast that he is.

When we say, 'I sold it to buy a trumpet,' 'To buy' is of the Infinitive Mood, and is an Adverb of Cause, because it tells *WHY* I sold it. *

The Four Moods of the Verb are:—

The Indicative Mood, which has for Auxiliaries—Do, Dost, Does, Doth, Did, Didst, Have, Hast, Has, Hath, Had, Hadst, Shall, Shalt, Will, Wilt, and all the parts of the Verb 'To Be.'

The Potential Mood, which has for Auxiliaries—May, Mayest, Can, Canst, Must, Might,

* Of the Subjunctive Mood I have not considered it necessary to treat, as it is quite practicable to regard it as merely Indicative, and besides, it is gradually falling out of use.

Mightest, Would, Wouldest, Could, Couldst, Should, Shouldest, Be, Been, and Have.

The Imperative Mood, which has only one Auxiliary, seldom used 'Be,' and whose Subject is frequently not expressed, but only understood.

The Infinitive Mood, which has two Auxiliaries, 'To' and 'To have.'

There are certain parts of the Verb which do not belong to any of these four Moods, which are called Participles. They are mostly used as Adjectives, but sometimes as Nouns.

When we say, 'I saw a man carrying a pig on his back,' that word 'carrying' is a Verb, because it means doing something; and it is also an Adjective, because it helps the Noun 'man,' enabling us to name the particular one that was seen. Hence the word 'carrying' is a Participle.*

EXERCISE XVI.

Point out the Person, Number, Tense, and Mood of the Verbs, in the following sentences.

John is drinking his milk; and Mary looks over his shoulder.

The clock has struck ten.

The ship will sail to-morrow at mid-day.

The children are running down the street, but one has fallen among the mud. Nobody will lift him up. He will lie there, unless he takes the trouble to rise himself.

Our friends have forgotten their promise.

The man will have finished his dinner before the lad comes with the beer.

All the people were looking for the fox; but nobody could find out its hiding-place.

* For the full inflexion of the Verb, as usually given in Grammars, see the Appendix, page 64.

No boy ever did fear anything more than James fears his uncle's dog.

The men do indeed work hard, and their job cannot last long.

John had pulled off his boots before his brother ran for the doctor.

The horse was crossing the line as the train came up, and it could not escape.

Any person may go in as long as the gate stands open.

Run and fetch your cloak, and tell Mary to put on her bonnet.

The fellow might pay, for his friends have filled his purse well.

The miller would grind the corn if his mill was going; but the flood has broken his big wheel, and the smith has only just come to mend it.

The wind, rushing along the passage, would have blown out the light, if something, standing in the way, had not prevented it.

Jessie may come when she chooses, but her sister never can accompany her.

George would try for the prize if he had the least chance.

Speak the truth at all times, and shun all bad company.

The barking of the house dog drove away the thieves, discontented at having their plans spoilt.

The screaming of the child startled its mother.

MORE ABOUT TRANSITIVE VERBS.

All Transitive Verbs are capable of taking another Form, besides the ordinary Active Form.

When we say 'John strikes William,' the Verb 'strikes' is Active Transitive, and 'John' is its Subject (as well as its Agent), and 'William' is its Object. But precisely the same statement is made, in saying 'William is struck by

John,' where the Verb 'is struck' is of a different Form, and 'William,' the Object that the thing is done to, is now the Subject, while the Agent 'John,' is made the Object of the Preposition 'by.'

These two Forms of the Transitive Verb are called its Active Voice and its Passive Voice.

The Active Voice is the ordinary Form of the Verb, like that of Intransitive and Neuter Verbs; its Agent is its Subject; and its Object is in the Objective Case.

The Passive Voice of the Verb consists of the Past Participle of the Active Voice, joined to the various parts of the Verb 'To be;' its Object becomes the Subject, and is in the Nominative Case; while its Agent, if expressed at all, is in the Objective Case, being the Object to a Preposition.

It is well to remember, that if it is the *Present* Participle, and not the *Past*, that is joined to any part of the Verb 'To be,' the Verb is still of the Active Voice.

The Persons, Numbers, Tenses, Moods, and Participles of the Passive Voice are the same as those of the Active.

Only Transitive Verbs are capable of having a Passive Voice.

Every Verb, whether Neuter, Intransitive, or Transitive—Active Voice or Passive Voice—if it belong to one of the Finite Moods, must have a Subject.

Every Transitive Verb in the Active Voice, whether it be of any Finite Mood, of the Infini-

tive Mood, or a Participle, must have an Object, expressed or understood.

EXERCISE XVII.

Change the Voices of all the Verbs in the following sentences, retaining both the Agent and Object :—

The child loves its mother.

The man can scarcely carry his burden.

I will send you your parcel next week.

My brother has lost all his money, and nobody has found it yet.

You might fetch me back the book which I lent your sister last year, if she still possesses it.

Could any man have made a cheaper bargain ?

My coat was torn by your cousin, and the rent was sewn by your sister.

I think it very hard for a man to be injured by his friends.

Can you be surprised by such a thing ?

I shall send you notice, as soon as the telegram is received by me.

I assure you the picture never was touched by me.

Your father will have received my note by that time ; and then he will know the whole story.

The whole job might have been finished by nine men in three days, whereas twelve men have been working at it for four days, and the half is not done by them.

ABOUT CONJUNCTIONS.

The Seventh of the Eight General Classes of Words, we call Conjunctions. Their use is to connect like words, phrases, and sentences together.

They connect two Nouns or two Pronouns,

when they are of the same Case—or, it may be, a Noun with a Pronoun.

They connect two Verbs when they are of the same Tense and Mood.

They connect two Adjectives.

They connect two Adverbs when they are of the same kind.

They connect one complete sentence with another.

When Conjunctions connect sentences, they sometimes stand at the beginning of the double sentence.

When we say, 'If he did it, he must be punished,' the word 'If,' though it stands first, is the connecting link between the two sentences—'He did it,' and 'He must be punished,' as we see, when we read it—'He must be punished, if he did it.' 'If' is therefore a Conjunction.

Certain Conjunctions have other words accompanying them, which are called their Correlative Conjunctions.

'Either' is correlative to 'or.'

'Neither' is correlative to 'nor.'

'So' is correlative to 'that.'

'Both' is correlative to 'and.'

'Although' is sometimes correlative to 'yet.'

'As' is sometimes correlative to 'as.'

'Whether' is correlative to 'or.'

Besides these, the Conjunctions in most general use are—But, However, For, Because, Since, Therefore, Wherefore, Then, If, Unless, Lest.

The Interrogative and Pronominal Adverbs—Where, When, While, How, Why, &c.—are frequently used as Conjunctions to connect sentences.

There are a few Compound Conjunctions, such as 'As if,' 'So that,' 'Such as,' 'As well as,' &c.

ABOUT INTERJECTIONS.

The Eighth of the Eight General Classes of Words we call Interjections. Their use is simply to express deep feeling or emotion; and they have no connection with other words in the sentence.

Such words as the following are Interjections—Ah! Alas! Fie! Pooh! Pshaw! Whew! Zounds!

Sometimes Verbs in the Imperative Mood are used as Interjections, such as 'Hail!' 'Welcome!'

EXERCISE XVIII.

Tell what words are Conjunctions, pointing out what they connect, and what words are Interjections in the following sentences:—

Jane and Mary will visit you on Friday or Saturday.

Slowly and sadly we laid him down.

If you go, I will go too; but I shall certainly stay at home, unless you agree to be one of the party.

Behold! I stand at the door and knock. If any man hear my voice, I will come in.

Live well, that you may die well.

My father perhaps may buy it, as he has lost his.

Unless it be a good day, you need not expect me.

I shall accept this, since you are so kind.

Consider the ravens, for they neither sow nor reap, and they have neither storehouse nor barn, yet your Heavenly Father feedeth them.

Though He slay me, yet will I trust in Him.

Lo ! I am with you always.

As He has loved me, so have I loved you.

He blamed us all, as if the fault had been ours.

Be sure to write, so that there may be no mistake.

The carrier could get it, as well as I could myself.

Alas ! it is believed that he has lost every penny he had.

Dear me ! how pale you look !

We visited the old place together, but, ah me ! what a change there is.

Both Jessie and her cousin were with us, and oh ! it was a delightful time.

Either you have done it yourself, or—which is quite as bad—you have let Baby do it.

Neither you nor I, unless some extraordinary piece of good luck turn up, shall have an opportunity of seeing it.

ABOUT THE FUNCTIONS OF THE PARTS OF SPEECH.

In the English Language there are altogether Eight different Classes of Words, which are called Parts of Speech.

The eight Parts of Speech are the Verb, Noun, Pronoun, Adjective, Adverb, Preposition, Conjunction, and Interjection.

The two principal and indispensable Parts of Speech are the Verb and the Noun. The others are only helpers to these two, some in one way, some in another.

The Function of a Part of Speech is the particular kind of work it does in the sentence.

The Function of the Verb is to make a statement or assertion about something.

The Function of the Noun is to Name the Subject that the assertion is made about, or the Object of the action indicated by the Verb ; or to unite with Prepositions, to make Adjectives or Adverbs ; or to indicate the Possessor, and so perform the Function of the Adjective in another way.

The Function of the Pronoun is to stand for the Noun, so as to prevent its being repeated too frequently, and to perform all its Functions. The Personal Pronoun performs the additional Function of indicating which Person is meant—whether the one speaking, the one spoken to, or the one spoken of.

The Function of the Adjective is to help the Noun to name the particular one that is meant.

The Function of the Adverb is to help the Verb to describe the particular kind of Doing or Being that is meant, or to help the Adjective or a Fellow-adverb.

The Function of the Preposition is to unite with Nouns and Pronouns to make Adjectives and Adverbs.

The Function of the Conjunction is to link complete sentences together, or Parts of Speech performing the same Functions.

The Function of the Interjection is to express emotion or deep feeling, and to be independent of all the other Parts of Speech.

ABOUT PARSING.

To parse a word is to describe minutely the function it performs in any particular sentence.

When we parse a Verb, we state—1. Its kind—whether Transitive, Intransitive, or Neuter (and if Transitive, its Voice, whether Active or Passive). 2. Its Subject. 3. Its Object, if it have one. 4. Its Person. 5. Its Number. 6. Its Tense. 7. Its Mood.

When we parse a Noun we state—1. Its Kind—whether Proper or Common. 2. Its Number. 3. Its Gender. 4. Its Case.

When we parse an Adjective we state—1. What Noun it helps. 2. Its Degree of Comparison.

When we parse a Pronoun we state—1. Its Kind—whether Personal, Possessive Adjective, Relative, or Interrogative,—

Then, if Personal—2. Its Person. 3. Its Number. 4. Its Gender. 5. Its Case,—

If Relative—2. Its Antecedent. 3. Its Number. 4. Its Gender. 5. Its Case.

If Possessive Adjective—2. What Noun it helps.

When we parse an Adverb we point out—1. What Noun it helps. 2. Its Degree of Comparison.

When we parse an Adverb we state—1. Its Kind. 2. What Verb, Adjective, or other Adverb it helps.

When we parse a Preposition we point out—
 1. Its Object. 2. We name the Phrase. 3. We state whether the Phrase is an Adjective or Adverb. 4. We point out the particular word it helps.

When we parse a Conjunction we point out the two sentences, or two parts of speech performing the same functions, which it connects.

When we parse an Interjection, we simply mention its name.

MODEL PARSING EXERCISE.

At Church, with meek and unaffected grace
 His looks adorned the venerable place,
 Truth, from his lips, prevailed with double sway,
 And fools, who came to scoff, remained to pray.

At . . . —Preposition, Object 'Church,'—Prepositional Phrase, 'At Church,' an Adverb of Place to 'Adorned.'

Church . . —Common Noun, Singular, Neuter, in the Objective Case, being the Object to 'at.'

With . . —Preposition, Object 'Grace,'—Prepositional Phrase, 'With grace,' Adverb of Manner to 'Adorned.'

Meek . . —Adjective to 'Grace,' Positive Degree.

And . . —Conjunction connecting two Adjectives, 'Meek' and 'Unaffected.'

Unaffected . —Adjective to 'Grace,' Positive Degree.

Grace . . —Common Noun, Singular, Neuter, in the Objective Case, being the Object to 'with.'

His . . —Possessive Adjective Pronoun to 'Looks.'

Looks . . —Common Noun, Plural, Neuter, in the Nominative Case, being the Subject to 'Adorned.'

- Adorned* . . —a Verb, Transitive, Subject 'Looks,' Object 'Place,' 3rd Plural, Past Indicative.
- The* . . . —Definite Article to 'Place.'
- Venerable* . . —Adjective to 'Place,' Positive Degree.
- Place* . . —Common Noun, Singular, Neuter, in the Objective Case, being the Object to 'Adorned.'
- Truth* . . —Common Noun, Singular, Neuter, in the Nominative Case, being the Subject to 'Prevailed.'
- From* . . —Preposition, Object 'Lips,' — Prepositional Phrase, 'From lips,' Adjective to 'Truth.'
- His* . . . —Possessive Adjective Pronoun to 'Lips.'
- Lips* . . —Common Noun, Plural, Neuter, in the Objective Case, being the Object to 'From.'
- Prevailed* . . —Verb, Intransitive, Subject 'Truth,' 3rd Singular, Past, Indicative.
- With* . . —Preposition, Object 'Sway'—Prepositional Phrase, 'With sway,' Adverb of Manner to 'Prevailed.'
- Double* . . —Adjective to 'Sway,' Positive Degree.
- Sway* . . —Common Noun, Singular, Neuter, in the Objective Case, being the Object to 'With.'
- And* . . —Conjunction connecting two Sentences,— 'Truth prevailed' with 'Fools remained.'
- Fools* . . —Common Noun, Plural, Masculine or Feminine, in the Nominative Case, being the Subject to 'Remained.'
- Who* . . —Relative Pronoun, Antecedent, 'Fools,' Plural, Masculine or Feminine, in the Nominative Case, being the Subject to 'Came.'
- Came* . . —Verb, Intransitive, Subject 'Who,' 3rd Plural, Past, Indicative.
- To Scoff* . . —Verb, Intransitive, Present, Infinitive,— used as an Adverb of Cause to 'Came.'
- Remained* . . —Verb, Intransitive, Subject, 'Fools,' 3rd Plural, Past, Indicative.
- To Pray* . . —Verb, Intransitive, Present, Infinitive,—used as an Adverb of Cause to 'Remained.'

EXERCISE XIX.

Parse the words in the following passages, after the manner of the Model Exercise :—

‘THE LION AND THE MOUSE.

‘On a fine summer’s day, a lion was lying asleep in a forest, and a number of little mice were amusing themselves by running over his body. Suddenly the mighty beast awoke, and, starting up in haste, he seized with his paw one of his small tormentors. The lion would have killed the mouse if she had not pleaded hard for her life. Being moved by her entreaties, however, he generously allowed the little creature to go.

‘After a few days, the mouse had an opportunity for showing her gratitude. The lion was taken in the snares of some hunters ; and, finding no way of escape, and being at his wits’ end, he filled the forest with his cries. The little mouse heard his lamentations, and, recognising the voice of her benefactor, she crept to the spot, and speedily gnawed through the cords that bound him, and set him free.

‘A generous action performed, even to an inferior, is seldom thrown away ; and even a king may sometimes be dependent upon a slave for a benefit.’

‘THE WHALE.

‘The whale is the largest animal in the world. It is commonly called a fish, because it lives in the sea, and has a tail and fins, which it uses for swimming. But learned men say that it is not a fish, for it breathes air, as land animals do.

‘Though it has a very large mouth, it has no teeth. It lives on the small creatures which it finds swimming in the sea ; and it swallows them whole. Only think what a number of shrimps a whale can eat for dinner !

‘Men go in ships to those parts of the world where whales are found, and kill them with iron spears, called harpoons. It is very dangerous work, for a whale can upset a boat with a blow of its tail.

‘When the whale is dead, the sailors cut off its fat, which they call blubber, and pack it into casks, and bring it home to be made into oil.

‘Whalebone, which comes from its jaws, is used in making umbrellas and many other things.’

‘THE WOODMOUSE.

‘Do you know the little woodmouse—

That pretty little thing
Which sits among the forest leaves,
Beside the forest spring?

‘Its fur is red as the red chestnut,
And it is small and slim;
It leads a life most innocent,
Within the forest dim.

‘It is a timid, gentle creature,
And seldom comes in sight;
It has a long and wiry tail,
And eyes both black and bright.

‘Although it keeps no almanac,
It knows when flowers are springing,
And waketh to its summer life,
When nightingales are singing.

‘Upon the boughs the squirrel sits—
The woodmouse plays below;
And plenty of food it finds for itself,
Where the beech and chestnut grow.

‘In the hedge-sparrow’s nest he sits,
When its summer brood has fled,
And picks the berries from the bough
Of the hawthorn, overhead.

'I saw a little woodmouse once,
Like Oberon in his hall,
With the green, green moss beneath his feet,
Sit under a mushroom tall.

'I saw him sit, and his dinner eat,
All under the forest tree,—
His dinner of chestnut, ripe and red,—
And he ate it heartily.

'I wish you could have seen him there,—
It did my spirit good
To see the small thing God had made,
Thus eating, in the wood.'

Mary Howitt.

ABOUT CERTAIN PARSING DIFFICULTIES.

When one or more words are not *expressed* in a sentence, but only *understood*, they form an Ellipsis.

When an Ellipsis occurs, we are always to supply, while parsing, the word or words omitted.

The Ellipses most frequently occurring are—

1. The omission of the Relative Pronoun, when it is the Object to a Verb.

When we say, 'The apple you took was mine,' we mean 'The apple *which* you took,' where 'Which' is the Object to the Transitive Verb 'took.'

2. The omission of the Antecedent to the Relative.

When the poet says, 'Who steals my purse steals trash,' he means, '*He* who steals,' &c. In such cases, however,

the Relative may be considered a Compound Pronoun, including its Antecedent in itself.

3. The omission of the Auxiliaries to the second of two Verbs, which are of the same tense and mood, and connected by a Conjunction.

When we say, 'You had caught and killed it before I came up,' we mean '*had killed*' as well as '*had caught*.'

4. The omission of the Subject of a Verb in the Imperative Mood.

We seldom say, 'Fetch *you* my hat;' but simply, 'Fetch my hat,' not naming the subject.

5. The omission of a Preposition.

When we say, 'They are going home,' we mean '*to* home.'

6. The omission of the Conjunction 'That.'

As when we say, 'I thought it was foolish,' we mean 'I thought *that* it was foolish.'

7. The omission of the sign 'To' of the Infinitive Mood, after the Verbs—Bid, Dare, Feel, Hear, Let, Make, Need, See, and some others.

As when we say, 'Bid him come,' for 'Bid him *to* come,' as it would be if we used a different word for 'Bid,'—as 'Command him *to* come.'

In addition to what has already been said about the Cases of Nouns and Pronouns, it is well to remember that—

Nouns and Pronouns are in the Nominative Case, when they are the names of the Persons addressed.

When we say, 'Hail! sacred Truth!' the Noun 'Truth' is in the Nominative Case, because it is the Name of the one spoken to.

Nouns and Pronouns which are joined to a

Participle, when their Case depends on no other word in the sentence, are said to be in the Nominative Independent.

When we say, 'The wind having fallen, we used our oars,' the Noun 'Wind,' joined to the Participle 'Having fallen,' is in the Nominative Independent.

Nouns and Pronouns, when they are used to express measure of Time or Space, are in the Objective Case, without a Preposition.

When we say, 'My staff is forty inches long,' the Noun 'Inches,' expressing the measure, is in the Objective Case. Again, when we say, 'He was three years in London,' the Noun 'Years,' expressing the time, is in the Objective Case.

Sometimes the Subject or Object of a Verb is found to be a Phrase or Clause of a sentence.

When we say, 'To run away is cowardly,' the Phrase 'To run away' is the Subject to the Verb 'is.' Again, when we say, 'I declared he was cheating me,' the Clause 'He was cheating me' is the Object to the Verb 'declared.'

EXERCISE XX.

Parse the words in the following extracts :—

'We got up rather early, and sat working and reading in the drawing-room, till the breakfast was ready, for which we had to wait some little time. Jane Shackle, who was very useful and attentive, said that they had all supped together, namely, the two maids, and Grant, Brown, Stewart and Walker, who was still there, and were very merry in the commercial room. The people were very amusing about us. The woman came in while they were at their dinner, and said to Grant—"Doctor Grey wants you," which nearly upset the gravity of all the others. Then they

told Jane, "Your Lady gives no trouble;" and Grant, in the morning, called up to Jane—"Does his Lordship want me?" One could look on the street, which is a very long, wide one, with detached houses, from our window. It was perfectly quiet, no one stirring, except here and there a man driving a cart, or a boy going along on his errand. General Grey bought himself a watch, in a shop, for two pounds.'—*Leaves from Her Majesty's Journal.*

"Peter," said Henry, with a resolute air, "are you not tired of living with men?"

"No, indeed, Master Bernardine," said Peter, staring with astonishment.

"That is perhaps because you are not tyrannized over, like me, all the day long, by a father, mother, nurse and schoolmaster, without reckoning this uncle who comes to-day, and who frightens every one? Or, perhaps you have always your own way?"

"Oh! no, Master Bernardine. So far from having always my own way, I never have it; but, no matter for that, I would not like to leave my parents."

"Your parents, Peter, are perhaps very good to you?"

"Ay, with the exception of a few boxes from my mother, and some strokes of the cudgel from my father."

"And you do not wish to leave them, Peter?"

"What should I do without them, Master Bernardine?"

"Have your own way."

"I should like that well enough; but where could I go, Master Bernardine?"

"To a desert island."

"What is a desert island?"

"An island that is not inhabited."

"Yes, but what is an island?"

"It is a portion of land surrounded by water, and not joined to the mainland on any side."

"Like the rocks that are out in the sea?"

"Precisely so, Peter."

“Then I thank you, sir. I have no fancy for desert islands.”

“Idiot! We should live there so well; we should take negroes there to wait upon us; we should go hunting, we should have female lamas or goats to give us milk! And besides, remember, we should be our own masters.”

“But who will make the soup, sir?”

“This question, so simple and natural, failed to make Henry give up his project. He hesitated for a moment, but soon recovering his energy and presence of mind, he boldly replied, “We will not have any.”

“Peter, astonished at such an unexpected answer, made no reply.”—*Little Robinson*.

‘John Gilpin, at his horse’s side,
Seized fast the flowing mane;
And up he got, in haste to ride,
But soon came down again.

‘For, saddle-tree scarce reached had he,
His journey to begin,
When, turning round his head, he saw
Three customers come in.

‘’Twas long before the customers
Were suited to their mind,
When Betty, screaming, came down stairs—
“The wine is left behind!”

“Good lack!” quoth he, “yet bring it me—
My leathern belt likewise,
In which I bear my trusty sword,
When I do exercise.”

‘Each bottle had a curling ear,
Through which the belt he drew,
And hung a bottle on each side,
To make his balance true.

' Then over all, that he might be
Equipped from top to toe,
His long red cloak, well-brushed and neat,
He manfully did throw.

' Now see him mounted once again,
Upon his nimble steed,
Full slowly pacing o'er the stones,
With caution and good heed.

' So "Fair and softly," John, he cried,
But John, he cried in vain ;
That trot became a gallop soon,
In spite of curb and rein.

' The wind did blow, the cloak did fly,
Like streamer long and gay ;
Till loop and button failing both,
At last it flew away.

' Then might all people well discern
The bottles he had slung—
A bottle swinging at each side,
As hath been said or sung.

' The dogs did bark, the children screamed,
Up flew the windows all ;
And every soul cried out, "Well done !"
As loud as he could bawl.

' And still, as fast as he drew near,
'Twas wonderful to view
How, in a trice, the turnpike men
Their gates wide open threw.

' Thus all through merry Islington,
These gambols he did play ;
Until he came unto the Wash
Of Edmonton, so gay.

‘ And there he threw the Wash about,
On both sides of the way,
Just like unto a trundling mop,
Or a wild goose at play.’—*Cowper*.

ABOUT THE PARSING OF CERTAIN WORDS.

The word ‘That’ occurs in sentences as a Relative Pronoun, as a Demonstrative Adjective, and as a Conjunction.

‘That’ is a Relative Pronoun, when one or other of the words ‘*Who*,’ ‘*Whom*,’ ‘*Which*,’ can be substituted for it.

When we say, ‘The book that you tore,’ the word ‘That’ is a Relative ; because we might as well say, ‘*Which* you tore.’

‘That’ is a Demonstrative Adjective, when it helps the Noun to name some particular one.

When we say, ‘That man is a Christian,’ the word ‘That’ is a Demonstrative Adjective ; because it helps the Noun ‘Man’ to name some particular person.

‘That’ is a Conjunction when it joins two sentences together.

As when we say, ‘I believe *that* he will come,’ where ‘That’ joins together the sentences ‘I believe’ and ‘He will come.’

The word ‘But’ occurs in sentences as an Adverb, as a Preposition, and as a Conjunction.

‘But’ is an Adverb, when it means ‘*Only*.’

‘But’ is a Preposition, when it means ‘*Except*.’

‘But’ is a Conjunction, when it joins words or sentences together.

The word ‘For’ occurs in sentences as a Conjunction and as a Preposition.

‘For’ is a Conjunction, when it means ‘*Because*.’

‘For’ is a Preposition, when it has an Object.

Many of the Prepositions, such as *Up, On, In, Along, &c.*, are used as Adverbs, when they are not followed by any Object.

The words ‘Like,’ ‘Near,’ ‘Nigh,’ and ‘Next,’ are Adjectives, when they help Nouns; and Prepositions, when they have Objects.

When they are used as Prepositions, they may still be regarded as Adjectives with the Preposition ‘To’ understood.

The words ‘Either’ and ‘Neither,’ besides being the correlative Conjunctions to ‘Or’ and ‘Nor,’ are also used at times as Adjectives.

The words ‘One’ and ‘Other,’ with their plural forms ‘Ones’ and ‘Others,’ are often used instead of Nouns, and are sometimes called Indefinite Pronouns.

The word ‘Own’ is an Adverb of Manner or Degree, used to help the Possessive Adjectives.

EXERCISE XXI.

Parse the words in the following extracts:—

‘It happened one day about noon, that, going to my boat, I was exceedingly surprised with the print of a man’s naked foot on the shore, which was very plainly to be seen

in the sand. I stood like one thunderstruck. I listened. I looked around me, but I could hear nothing, nor see anything. I went up to a rising ground to look further. I went up the shore, and down the shore ; but it was all one. I could see no other impression but that one. I went to it again, to see if there were any more, and to observe if it might not be my fancy ; but there was no room for that, for there was exactly the print of a foot—toes, heel, and every part of a foot.'—*Robinson Crusoe*.

'Titania was still sleeping ; and Oberon, seeing a clown near her, who had lost his way in the wood, and was likewise fast asleep : " This fellow," said he, " shall be my Titania's true-love ;" and, clapping an ass's head over the clown's, it seemed to fit him as well as if it had grown on his own shoulders. Though Oberon fixed the ass's head on very gently, it awakened him ; and, rising up, unconscious of what Oberon had done to him, he went towards the bower where the fairy-queen slept.

" Ah ! What angel is that I see ? " said Titania, opening her eyes, and the juice of the little purple flower beginning to take effect. " Are you as wise as you are beautiful ? "

" Why, mistress," said the foolish clown, " if I have wit enough to find the way out of this wood, I have enough to serve my turn."

" Out of the wood do not desire to go," said the enamoured Queen. " I am a spirit of no common rate. I love you. Go with me, and I will give you fairies to attend upon you."

'She then called four of her fairies. Their names were Pease-blossom, Cobweb, Moth, and Mustard-seed.

" Attend upon this sweet gentleman," said the Queen. " Hop in his walks and gambol in his sight. Feed him with grapes and apricots, and steal for him the honey-bags from the bees. Come, sit with me," said she to the clown, " and let me play with your amiable hairy cheeks, my beautiful's ! and kiss your fair large ears, my gentle joy ! "

" Where is Pease-blossom ? " said the ass-headed clown,

not much regarding the Fairy-queen's courtship, but very proud of his new attendants.

"Here, sir," said little Pease-blossom.

"Scratch my head," said the clown. "Where is Cobweb?"

"Here, sir," said Cobweb.

"Good Mr. Cobweb," said the foolish clown, "kill me the red humble-bee on the top of that thistle yonder; and, good Mr. Cobweb, bring me the honey-bag. Do not fret yourself too much in the action, Mr. Cobweb; and take care the honey-bag break not. I should be sorry to have you overflowed with a honey-bag. Where is Mustard-seed?"

"Here, sir," said Mustard-seed. "What is your will?"

"Nothing," said the clown, "good Mr. Mustard-seed, but to help Mr. Pease-blossom to scratch. I must go to a barber's, Mr. Mustard-seed; for, methinks, I am marvellous hairy about the face."

"My sweet love," said the Queen, "what will you have to eat? I have a venturous fairy shall seek the squirrel's hoard, and fetch you some new nuts."

"I had rather have a handful of dried pease," said the clown, who, with his ass's head, had got an ass's appetite. "But, I pray, let none of your people disturb me, for I have a mind to sleep."

"Sleep, then," said the Queen, "and I will wind you in my arms. O, how I love you! How I doat upon you!"

'When the fairy-king saw the clown sleeping in the arms of his queen, he advanced within her sight, and reproached her with having lavished her favours upon an ass.

'This she could not deny, as the clown was then sleeping within her arms, with his ass's head crowned by her with flowers.'—*Tales from Shakespeare.*

'Of stature fair, and slender frame,
But firmly knit was Malcolm Graeme.
The belted plaid and tartan hose
Did ne'er more graceful limbs disclose;

His flaxen hair, of sunny hue,
 Curled closely round his bonnet blue ;
 Trained to the chase, his eagle eye
 The ptarmigan in snow could spy ;
 Each pass by mountain, lake and heath,
 He knew through Lennox and Menteith.
 Vain was the bound of dark brown doe,
 When Malcolm bent his sounding bow ;
 And scarce that doe, though winged with fear,
 Outstripped in speed the mountaineer ;
 Right up Ben-Lomond could he press,
 And not a sob his toil confess.
 His form accorded with a mind
 Lively and ardent, frank and kind.
 A blither heart, till Ellen came,
 Did never love or sorrow tame ;
 It danced as lightsome in his breast,
 As played the feather on his crest.'—*Scott*.

'Supine the Wanderer lay,
 His eyes, as if in drowsiness, half-shut,
 The shadows of the breezy elms, above,
 Dappling his face. He had not heard the sound
 Of my approaching footsteps ; and, in the shade,
 Unnoticed did I stand, some minutes' space.
 At length I hailed him, seeing that his hat
 Was moist with water-drops, as if the brim
 Had newly scooped a running stream. He rose,
 And, ere our lively greeting into peace
 Had settled, " 'Tis," said I, " a burning day.
 My lips are parched with thirst ; but you, it seems,
 Have somewhere found relief." He, at the word
 Pointing towards a sweet-briar, bade me climb
 The fence, where that aspiring shrub looked out
 Upon the public way. It was a plot
 Of garden-ground run wild. Its matted weeds,

Marked with the steps of those, whom, as they passed,
 The gooseberry trees, that shot in long lank slips,
 Or currants hanging from their leafless stems
 In scanty strings, had tempted to o'erleap
 The broken wall. I looked around, and there,
 Where two tall hedgerows of thick alder boughs
 Joined in a cold damp nook, espied a well,
 Shrouded with willow-flowers and plummy fern.'

Wordsworth.

APPENDIX.

Inflection of the Verb 'TO BE.'

INDICATIVE MOOD.

PRESENT TENSE.

<i>Singular.</i>		<i>Plural.</i>
1 Person, I am		1 Person, We are
2 Person, Thou art *		2 Person, You are
3 Person, He is		3 Person, They are

PAST TENSE.

<i>Singular.</i>		<i>Plural.</i>
1. I was		1. We were
2. Thou wast		2. You were
3. He was		3. They were

PERFECT TENSE.

(Auxiliary—'Have.')

<i>Singular.</i>		<i>Plural.</i>
1. I have been		1. We have been
2. Thou hast been		2. You have been
3. He has been		3. They have been

PLUPERFECT TENSE.

(Auxiliary—'Had.')

<i>Singular.</i>		<i>Plural.</i>
1. I had been		1. We had been
2. Thou hadst been		2. You had been
3. He had been		3. They had been

Let it be noted, that, in every Tense, the Second Person Plural is more usual form of the Second Person Singular.

FUTURE TENSE.

(Auxiliaries—'Shall' and 'Will.')

<i>Singular.</i>	<i>Plural.</i>
1. I shall be	1. We shall be
2. Thou wilt be	2. You will be
3. He will be	3. They will be

FUTURE-PERFECT TENSE.

(Auxiliaries—'Shall,' 'Will,' and 'Have.')

<i>Singular.</i>	<i>Plural.</i>
1. I shall have been	1. We shall have been
2. Thou wilt have been	2. You will have been
3. He will have been	3. They will have been

POTENTIAL MOOD.

PRESENT TENSE.

(Auxiliaries—'May,' 'Can,' and 'Must.')

<i>Singular.</i>	<i>Plural.</i>
1. I may, can, or must be	1. We may be
2. Thou mayst, canst, or must be	2. You may be
3. He may, &c., be	3. They may be

PAST TENSE.

(Auxiliaries—'Might,' 'Could,' 'Would,' and 'Should.')

<i>Singular.</i>	<i>Plural.</i>
1. I might, could, would, or should be	1. We might be
2. Thou mightst, couldst, wouldst, or shouldst be	2. You might be
3. He might, &c., be	3. They might be

PERFECT TENSE.

(Auxiliaries—'May,' 'Can,' 'Must,' and 'Have.')

<i>Singular.</i>	<i>Plural.</i>
1. I may, can, or must have been	1. We may have been
2. Thou mayst, &c., have been	2. You may have been
3. He may have been.	3. They may have been

PLUPERFECT TENSE.

(Auxiliaries—'Might,' 'Could,' 'Would,' 'Should,' and 'Have.')

Singular.

1. I might, could, would, or
should have been
2. Thou mightst, &c., have been
3. He might have been

Plural.

1. We might have been
2. You might have been
3. They might have been

SUBJUNCTIVE MOOD.

(Sign of this mood—'If,' 'Though,' or some other conjunction prefixed.)

PRESENT TENSE.

Singular.

1. If I be
2. If thou be
3. If he be

Plural.

1. If we be
2. If you be
3. If they be

PAST TENSE.

Singular.

1. If I were
2. If thou wert
3. If he were

Plural.

1. If we were
2. If you were
3. If they were

The other Tenses may be formed, by prefixing the Conjunction to the corresponding Tenses of the Indicative Mood, and retaining throughout each Tense its auxiliary in the original form without any change.

IMPERATIVE MOOD.

Singular.

- 2 Person, Be thou

Plural.

- 2 Person, Be you

INFINITIVE MOOD.

PRESENT TENSE, To be | PAST TENSE, To have been

PARTICIPLES.

PRESENT, Being | PAST, Been | PERFECT, Having been

Inflection of the Verb '*TO LOVE*' ACTIVE VOICE.

INDICATIVE MOOD.

PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I love	1. We love
2. Thou lovest	2. You love
3. He loves, or loveth	3. They love

PAST TENSE.

<i>Singular.</i>	<i>Plural.</i>
1. I loved	1. We loved
2. Thou lovedst	2. You loved
3. He loved	3. They loved

The Emphatic Forms of the Present and Past Tenses are as follows:—

PRESENT TENSE.

(Auxiliary—'Do.')

<i>Singular.</i>	<i>Plural.</i>
1. I do love	1. We do love
2. Thou dost love	2. You do love
3. He does love	3. They do love

PAST TENSE.

(Auxiliary—'Did.')

<i>Singular.</i>	<i>Plural.</i>
1. I did love	1. We did love
2. Thou didst love	2. You did love
3. He did love	3. They did love

PERFECT TENSE.

(Auxiliary—'Have.')

Singular.

1. I have loved
2. Thou hast loved
3. He has loved

Plural.

1. We have loved
2. You have loved
3. They have loved

PLUPERFECT TENSE.

(Auxiliary—'Had.')

Singular.

1. I had loved
2. Thou hadst loved
3. He had loved

Plural.

1. We had loved
2. You had loved
3. They had loved

FUTURE TENSE.

(Auxiliaries—'Shall' and 'Will.')

Singular.

1. I shall love
2. Thou wilt love
3. He will love

Plural.

1. We shall love
2. You will love
3. They will love

FUTURE-PERFECT TENSE.

(Auxiliaries—'Shall,' 'Will,' and 'Have.')

Singular.

1. I shall have loved
2. Thou wilt have loved
3. He will have loved

Plural.

1. We shall have loved
2. You will have loved
3. They will have loved

POTENTIAL MOOD.

PRESENT TENSE.

(Auxiliaries—'May,' 'Can,' and 'Must.')

Singular.

1. I may, &c., love
2. Thou mayst love
3. He may love

Plural.

1. We may love
2. You may love
3. They may love

PAST TENSE.

(Auxiliaries—'Might,' 'Could,' 'Would,' and 'Should.')

<i>Singular.</i>	<i>Plural.</i>
1. I might, &c., love	1. We might love
2. Thou mightst love	2. You might love
3. He might love	3. They might love

PERFECT TENSE.

(Auxiliaries—'May,' 'Can,' 'Must,' and 'Have.')

<i>Singular.</i>	<i>Plural.</i>
1. I may, &c., have loved	1. We may have loved
2. Thou mayst have loved	2. You may have loved
3. He may have loved	3. They may have loved

PLUPERFECT TENSE.

(Auxiliaries—'Might,' 'Could,' 'Would,' 'Should,' and 'Have.')

<i>Singular.</i>	<i>Plural.</i>
1. I might, &c., have loved	1. We might have loved
2. Thou mightst have loved	2. You might have loved
3. He might have loved	3. They might have loved

The Subjunctive Mood is formed by prefixing the Conjunctions 'If,' 'Though,' &c., to the Tenses of the Indicative, and retaining throughout, the simple form of the Verb, and its auxiliary.

IMPERATIVE MOOD.

<i>Singular.</i>	<i>Plural.</i>
2. Love thou	2. Love ye

INFINITIVE MOOD.

PRESENT TENSE—To love | PERFECT TENSE—To have loved

PARTICIPLES.

PRESENT—Loving | PAST—Loved | PERFECT—Having loved

The Progressive Form of the Active Voice is formed by adding the Present Participle 'Loving,' to all the Tenses of the Verb 'To be,' thus :—Present Tense 'I am loving,' Past Tense 'I was loving,' &c.

PASSIVE VOICE.

The Passive Voice of the Verb 'To love' is formed by joining the Past Participle of the Active Voice 'Loved,' to all the parts of the Verb 'To be.' Thus:—

INDICATIVE MOOD.

PRESENT TENSE.

<i>Singular.</i>		<i>Plural.</i>
1. I am loved		1. We are loved
2. Thou art loved		2. You are loved
3. He is loved		3. They are loved

PAST TENSE.

<i>Singular.</i>		<i>Plural.</i>
1. I was loved		1. We were loved
2. Thou wast loved		2. You were loved
3. He was loved		3. They were loved

The other Tenses and Moods may be formed by referring to the inflexion of the Verb 'To Be' (page 64), and adding the word 'Loved' to each part.

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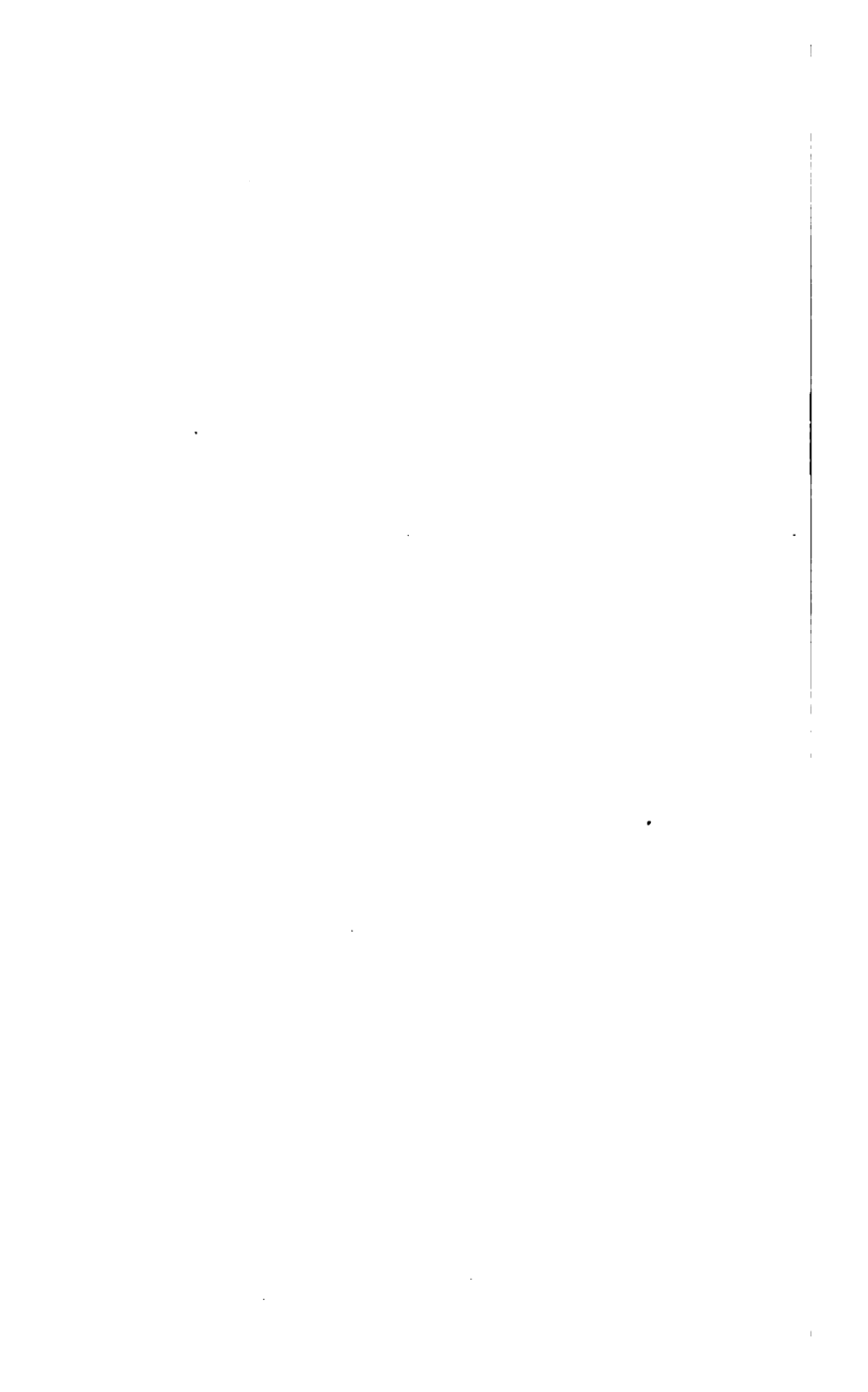
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